



The influence of the principal's leadership style and work environment on the work motivation of public middle school teachers in Airmadidi District

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Abstract

This research aims to investigate the influence of the principal's leadership style and work environment on the work motivation of State Middle School teachers in Airmadidi District. The data collection technique used in this research is an instrument in the form of a questionnaire. The data analysis techniques used in this research are descriptive data analysis techniques, testing data analysis requirements, simple correlational data analysis, and multiple correlation to test hypotheses. The results show that: (1) There is a positive and significant influence between the principal's leadership style and the work motivation of State Middle School teachers in Airmadidi District. This means that teachers will increase their motivation the more the principal's leadership style as a leader in an educational organization is good. (2) There is a positive and significant influence between the work environment and work motivation of State Middle School teachers in Airmadidi District. This means that if the work environment is comfortable and supported by adequate facilities, teachers will be motivated to carry out their duties and responsibilities professionally, so that educational activities will take place optimally. (3) There is a positive and significant influence between the principal's leadership style and the work environment together with the work motivation of State Middle School teachers in Airmadidi District. This means that if the principal has a good leadership style in managing the school as an educational organization, teachers will be increasingly motivated to work well and professionally.

Keywords: Leadership style, principal, work environment, teacher work motivation

Introduction

Law of the Republic of Indonesia No. 20 of 2003 article 1 paragraph (1) concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, control self, personality, intelligence, noble morals, and skills needed by oneself, society, nation and state. The intended effort is an activity carried out deliberately and carefully thought out and well planned by all stakeholders through various appropriate strategies and methods to design meaningful learning so as to foster the natural strengths that exist in the nation's children.

In line with the current challenges of life in the era of globalization, education has become very important as a determinant of human resources. The superiority of a nation is marked by quality human resources so that it is able to build the nation. The quality of education is often indicated by good conditions which are included in the educational components, including educational personnel who determine the future of the nation. It cannot be denied that teachers as educational people are one of the determining elements in the educational process or the teaching and learning process is not replaced by other roles. Because of the teacher's role as a guide, motivator, facilitator, and evaluator and even other roles in making administration, overall this role needs to improve the quality for the success of the education that has been planned.

A teacher in carrying out his educational duties must be professional and continue to have work motivation as a professional educator. Professionalism refers to the commitment of members of a profession to improve their abilities and continuously develop the strategies they use in

carrying out work in accordance with their profession (Suardi, Dalman, Hesti, 2020: 122). As a teacher, you must show professionalism as a form of high work motivation. Work motivation is a mental attitude containing a value system that concerns individual perceptions in carrying out their work which teachers must always understand. A teacher in educating must have high work motivation as an educator in order to achieve quality performance. Therefore, teachers need to have professional work motivation which is a set of positive work behaviors rooted in high awareness with strong commitment. Work motivation can be a force that encourages someone to do work and psychologically it can be interpreted as driving morale. Life needs that are met physically and mentally will make him even more motivated to do the best work.

School is a place for a teacher to carry out his professional duties in educating, teaching and training students. Hope for good quality education can be realized if teachers are motivated to carry out their duties and responsibilities professionally. The reality seen in schools is that there are still teachers who do not have high motivation to carry out their duties professionally. In terms of time discipline, it turns out that there are still teachers who arrive late for morning assembly, and are not even present at school without notifying the Principal. This can be seen from the list of teacher attendance at school. Apart from that, in the learning process carried out in class, it turns out that there are still teachers who are not disciplined in preparing learning tools. This can be seen from the results of class supervision, some teachers still have not equipped complete teaching tools.

Apart from disciplinary problems, the conditions of the classrooms and school environment are still inadequate.

Classrooms that are not well organized really disrupt comfort in the teaching and learning process, so they can cause discomfort at work. Schools should have supporting facilities such as the availability of an internet network to make it easier for teachers to adapt to technological advances. In reality, there are still schools that do not have these supporting facilities, but there are also schools that have facilitated teachers with supporting facilities, so that teachers appear enthusiastic about being creative and innovating in the learning process in the classroom.

In carrying out his duties, a teacher will definitely work side by side with his leader, namely the school principal. A school principal is considered to have expertise, skills and strengths so that he has the ability to influence people as his subordinates to carry out certain activities, in order to achieve one or several goals. In reality, it turns out that there are teachers who are not enthusiastic about working because they are led by school principals who lack the skills to build good relationships with teachers as their subordinates. This can be a problem for teachers in carrying out their duties at school. When the relationship between the principal and teacher is not well developed, obstacles arise in working. The principal should have the ability to embrace his subordinates but must be authoritative. A school principal is considered to have expertise, skills and strengths so that he has the ability to influence people as his subordinates to carry out certain activities, in order to achieve one or several goals. A school principal can have this if he has met the qualifications to become a school principal, one of which is having taken part in the School Principal Candidate Training. In reality, there are still school principals who have not met these requirements. Providing training as a prospective school principal will have an impact on your quality as a leader in building good relationships with teachers and school managerial abilities.

Another reality found in schools is the problem of low teacher motivation in participating in self-development activities. This will also have an impact on the quality of education. Self-development that can be done includes continuing formal education from Strata 1 (S1) to Strata 2 (S2) to Strata 3 (S3). Apart from that, there are still teachers who are reluctant to take part in training activities to improve their competence as teachers. In addition, the working conditions of the retirement period cause the motivation to develop one's competence to become lower. These things are problems found in teachers, causing the quality of education to be low.

In reality, teachers do not always work with high motivation, as among junior high school level teachers in Airmadidi District, it is found that there are still many teachers who work with low work motivation. Based on the description above, there are problems in teacher work motivation which are influenced by the less conducive work environment and leadership style of the school principal, so this research aims to investigate the influence of the school principal's leadership style and work environment on the work motivation of State Middle School teachers in Airmadidi District.

Method

This research is a type of survey research, namely the core method of a research model that uses a quantitative approach that explains causal influences and tests hypotheses. The population is teachers at State Middle

Schools in Airmadidi District. The data collection technique used in this research is an instrument in the form of a questionnaire. The questionnaire model that will be developed is based on a Likert scale. The questionnaires or instruments that will be developed in this research include teacher work motivation questionnaires, school principal leadership style questionnaires, and teacher work environment questionnaires. The instrument was tested for validity and reliability on 30 teachers at State Middle Schools in Airmadidi District who were not included as respondents. The data analysis techniques used in this research are descriptive data analysis techniques, testing data analysis requirements, simple correlational data analysis, and multiple correlation to test hypotheses.

Results and Discussion

Data normality testing for each variable in this study is the principal's leadership style variable (X1), work environment variable (X2), and teacher work motivation variable (Y) with testing criteria using SPSS 27 where the normality test is with a sample smaller than 50 using Shapiro-Wilk. If the sig (significance) value is > 0.05 then the research data is normally distributed and if the sig (significance) value is < 0.05 then the research data is not normally distributed. Based on the normality test of the principal leadership style variable (X1), work environment variable (X2), and teacher work motivation variable (Y) using SPSS 27, the significance value for each variable was obtained at 0.182 where $0.182 > 0.05$, 0.130 where $0.130 > 0.05$, and 0.121 where $0.121 > 0.05$. These results state that the data is normally distributed.

The correlation value of Y and X1 is 0.884. The coefficient of determination (R square) is 0.781, which means the influence of the independent variable on the dependent variable is 78.1%. A simple linear regression of Y and This equation is a model of the influence between the independent variable (X1) the leadership style of the school principal and the dependent variable (Y) the work motivation of State Middle School teachers in Airmadidi District which is in the form of a straight line. The results of calculating the significance value are far below 0.00, showing $0.00 < 0.05$, meaning there is a significant influence with the values a and b being positive. This means that there is an increase in work motivation if the leadership style increases.

The correlation value of Y and X2 is 0.882. The coefficient of determination (R square) is 0.778, which means the influence of the independent variable on the dependent variable is 77.8%. A simple linear regression of Y and This equation is a model of the influence between the independent variable (X2) work environment and the dependent variable (Y) work motivation of State Middle School teachers in Airmadidi District in the form of a straight line. Based on the table above using SPSS 27, the significance value is far below 0.00, indicating $0.00 < 0.05$, meaning there is a significant influence, and with the values a and b being positive, it means that there is an increase in work motivation if the leadership style increases.

The correlation coefficient value between the principal's leadership style (X1) and the work environment (X2) and work motivation (Y) is 0.909, which is close to 1, meaning the relationship is very strong. The coefficient of determination (R square) is 0.827, which means the influence of the independent variable on the dependent

variable is 82.7%. A simple linear regression of Y and the value (X1) obtained the constant value $a = 5.678$ and the value $b_1 = 0.470$ and the value $b_2 = 0.452$ so that the regression equation is $Y = 5.678 + 0.470 X_1 + 0.452 X_2$. This equation is a model of the influence between the independent variable (X2) work environment and the dependent variable (Y) work motivation of State Middle School teachers in Airmadidi District in the form of a straight line. A significance value of 0.01 or $0.00 < 0.05$ means that there is a joint significant influence between the variables of leadership style and work environment on work motivation.

The correlation coefficient between the principal's leadership style (X1) and teacher work motivation (X2) is 0.884. If you consult the r_{table} , namely $df-2$, you get $47-2 = 45$, so the r_{table} value = 0.288. It turns out that $0.884 > 0.288$ or $r_{count} > r_{table}$ means that there is an influence between the principal's leadership style on teacher work motivation. Meanwhile, the contribution or contribution of the variable (X1) to variable Y or the determinant coefficient is 0.781 or 78.1%, the rest is influenced by other factors. From the SPSS 27 output results, a significance value of $0.000 < 0.05$ was obtained. The calculated t value obtained was 12.681. Test criteria: if $t_{count} > t_{table}$ then the correlation of X1 and Y is significant. With the condition that the value $\alpha = 0.05$, we get $dk = n-2 = 47-2=45$, so we get $t_{table} = 2.014$. It turns out that $12,681 > 2,014$ or $t_{count} > t_{table}$ is obtained, which means there is a significant influence between the principal's leadership style (X1) on teacher work motivation (Y) at Airmadidi District Public Middle School. Thus the hypothesis H1 is accepted and H0 is rejected.

The correlation coefficient between the principal's leadership style (X1) and teacher work motivation (X2) is 0.882. If you consult the r_{table} , namely $df-2$, you get $47-2 = 45$, then the value of $r_{table} = 0.288$, so $0.882 > 0.288$ or $r_{count} > r_{table}$ means there is an influence. Meanwhile, the contribution or contribution of the variable (X1) to variable Y or the determinant coefficient is 0.778 or 77.8%, the rest is influenced by other factors. The significance value of the SPSS 27 output results obtained a significant value of $0.000 < 0.05$. The calculated t value was 12.568. Test criteria: if $t_{count} > t_{table}$ then the correlation of X1 and Y is significant. With the condition $\alpha = 0.05$; $dk = n-2 = 47-2=45$ then we get $t_{table} = 2.014$. It turns out that $12,568 > 2,014$ or $t_{count} > t_{table}$ is obtained, which means there is a significant influence between work environment style (X2) on teacher work motivation (Y) at Airmadidi District Public Middle School. Thus the hypothesis H1 is accepted and H0 is rejected.

The correlation coefficient between the principal's leadership style (X1) and teacher work motivation (X2) is 0.909, then look at the r_{table} value. If $df-2$ is obtained $47-2 = 45$ then the value of $r_{table} = 0.288$ and $0.909 > 0.288$ means that $r_{count} > r_{table}$ means that there is a significant influence between leadership style (X1) and work environment (X2) together on motivation teacher work (Y). Meanwhile, the contribution or contribution of variable X1 to variable Y or the determinant coefficient is 0.827 or 82.7%. The rest is influenced by other factors or variables outside the variables studied in this research.

The significance value is far below the α value or less than 0.05, indicating that there is a strong influence. Meanwhile, the calculated F value produced by two independent variables, namely the principal's leadership style variable

(X1), work environment variable (X2) and teacher work motivation variable (Y) is 104.946. In accordance with the assumption that if $F_{count} > F_{table}$ then there is an influence between leadership style (X1) and work environment (X2) together with teacher work motivation (Y). Based on Anova analysis, it is obtained that $df_1 = k =$ number of independent variables and $df_2 = n-k-1$. The value of $df_1 = 2$ and $df_2 = 47-2-1 = 44$, so that the value of $F_{table} = 3.209$ then we get $104.946 > 3.209$ or $F_{count} > F_{table}$. Thus, hypothesis H1 is accepted and H0 is rejected, so there is an influence between leadership style (X1) and work environment (X2) together on teacher work motivation (Y).

1. The Influence of the Principal's Leadership Style on Teacher Work Motivation

The results obtained show that the success or failure of a leader is determined by the attitude and acting style of the leader himself. This is also in line with situational theory that there are leaders who focus on completing work and use close supervision and leadership that focuses on giving delegates confidence. Leadership depends on the leader's style of acting. The leadership style of a school principal will be seen from the way he gives instructions, assigns tasks to teachers, the way the leader builds good relationships or good two-way communication, the way he gives encouragement or motivation to teachers, the way he provides guidance, directs, how he enforces discipline, how he controls the organization he leads. How to supervise or monitor and evaluate teacher performance, how to make appropriate and accountable decisions. All actions taken by a school principal will have an impact on improving the quality and quality of the school as the organization he leads. Educational success can be seen from the success of teachers in working and developing themselves and being motivated to work well, of course with guidance and direction from the school principal.

If related to this research, it is clearly proven that the principal's leadership style influences the work motivation of State Middle School teachers in Airmadidi District. This can be seen from the results of the analysis of the influence of the principal's leadership style on teacher work motivation, which was 78.1%, which means that teacher work motivation will increase if there is a good school principal leadership style. This is also proven by accepting H1 and rejecting H0, which shows the close influence of the principal's leadership style on the work motivation of the teachers he leads.

2. The Influence of the Work Environment on Teacher Work Motivation

The results of the analysis show that there is a very strong and significant influence between the work environment and teacher work motivation. These results are in line with Wiles' statement quoted by Bafadal (Sarbin, 2004: 21) identifying 8 teacher needs, of which there are two parts, namely: a sense of security and a decent life, pleasant working conditions. In an organization, more specifically a school, the work environment is a combination of social and physical environmental factors. In this research, it was found that there was an influence of the work environment on teacher work motivation.

The physical environment visible in the school which is the object of research, namely the existence of facilities and infrastructure that support the smooth running of

educational activities in the school, including school buildings, teachers' rooms, classrooms, sanitation, libraries, UKS, school gardens and others. Spacious and comfortable school buildings and grounds, equipped with a cool school garden or classroom as well as supporting facilities available at the school can provide enthusiasm for teachers to work well. Although work enthusiasm is not only determined by the availability of facilities and infrastructure, this research has proven that the work environment in the form of school facilities and infrastructure also contributes to teacher work motivation in schools.

Apart from school facilities and infrastructure as part of the physical environment, it is also necessary to pay attention to the social and emotional relationships of teachers at school. A harmonious relationship between the principal and teachers, teachers and teachers, teachers and students, and parents of students must be well established so that the learning and teaching atmosphere becomes comfortable so that the psychological well-being of all school members is realized. Teachers' work motivation will be increasingly built when the social environment in the school is created well.

In connection with this research, it is clearly proven that the work environment has an influence on the work motivation of State Middle School teachers in Airmadidi District. This can be seen from the results of the analysis of the influence of the work environment on teacher work motivation, which was 77.8%, which means that teacher work motivation will increase if the work environment, in this case the school, provides comfort and prosperity physically and mentally. This is also proven by the acceptance of the hypothesis H1 and the rejection of H0 which shows the strong and close influence of the work environment on teacher work motivation.

3. The Influence of the Principal's Leadership Style and Work Environment Together on Teacher Work Motivation

The results of the analysis show that there is a strong and significant influence simultaneously between the principal's leadership style and the work environment on teacher work motivation. This is in line with situational theory. One of the situational approach models is the contingency model of effective leadership developed by Fred Fiedler which is based on 2 (two) important issues, namely (i) why in certain situations there will be leaders who are more successful than others even though they have the same abilities (ii) why certain leaders are successful in certain situations, but others are not. This model emphasizes that organizational performance is highly dependent on the interaction between leadership style and favorable situations. Teacher work motivation is one of the determining factors for the success of the learning process in school. Intrinsic motivation is very important for a teacher to develop in carrying out his duties and responsibilities. Motivation that grows internally can only grow from within a teacher. In this way, the learning process that is carried out will truly be carried out without any element of compulsion.

It needs to be realized that the role of a teacher is very strategic in the world of education. In implementing educational policies, maximum results will be achieved if teachers' work motivation is high and the principal's leadership style is good, and supported by a comfortable and

enjoyable work environment. In this way, educational goals will be realized. This is also supported by the results of data analysis which shows that there is a simultaneous influence between the principal's leadership style and the work environment on teacher work motivation, where the influence is positive and significant. Thus, the hypothesis can be accepted, namely that there is a significant influence between the principal's leadership style and the work environment on the work motivation of State Middle School teachers in Airmadidi District.

Conclusion

1. There is a positive and significant influence between the principal's leadership style and the work motivation of State Middle School teachers in Airmadidi District. This means that teachers will increase their motivation the more the principal's leadership style as a leader in an educational organization is good.
2. There is a positive and significant influence between the work environment and work motivation of State Middle School teachers in Airmadidi District. This means that if the work environment is comfortable and supported by adequate facilities, teachers will be motivated to carry out their duties and responsibilities professionally, so that educational activities will take place optimally.
3. There is a positive and significant influence between the leadership style of the school principal and the work environment together with the work motivation of State Middle School teachers in Airmadidi District. This means that if the principal has a good leadership style in managing the school as an educational organization, teachers will be increasingly motivated to work well and professionally.

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